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ABSTRACT

In December, 1977, a conference was held to bring an awareness of various problems in school desegregation to teacher, community and school district leaders in the Los Angeles area. At the conference, a business community network formed and implemented by the Council for Peace and Equality was described. School integration in Pasadena, San Bernardino and San Diego was discussed by teachers from those districts. Based upon the teachers' experiences and other analyses, issues and resource needs that should be addressed for successful desegregation in Los Angeles were outlined. Proposed staff development activities, designed to foster staff acceptance of and positive attitudes toward school integration, were described. In addition to an account of the conference proceedings, this report includes a list of conference participants and the roster of speakers from a previous related conference. (GC)

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INSTITUTE FOR TEACHER LEADERSHIP
California State University, Fullerton
United Teachers Los Angeles

School of Human Development
and Community Service
California State University, Fullerton
Fullerton, California 92634
(714) 624-9789

J. Michael Fay
Executive Director

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STUDENT INTEGRATION:
THE TEACHER'S ROLE

JUN 1 1978

A REPORT

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INTRODUCTION

On November 4-5, the Institute for Teacher Leadership (ITL) sponsored, with support from National Institute for Education (NIE), a special two day conference on The Role of the Teacher, Desegregation/Integration Planning. The conference was the third in a series for teacher leaders faced with desegregation.

The purpose of the third conference was to focus on the teachers role in desegregation and to begin planning (in relationship to one school district, Los Angeles Unified) for student integration.

In review, the first conference dealt with Crisis Prevention/Intervention. The purpose of this conference was to survey teacher leadership reaction relating to crisis prevention techniques. This was accomplished through presentation/reaction meetings between teacher leaders and educational sociologists with academic grounding in conflict models. The outcome was a 113 page monograph, edited by the writer, and designed for teacher leadership consumption nationally.

The second conference dealt with Resegregation Prevention. The purpose of this conference was to bring an awareness of so-called second generation prob-

lems to teacher leaders and community and school districts. Additional purposes included evaluative reactions to the Crisis Prevention/Intervention Monograph prior to publication; and to develop a monograph on the teacher role in resegregation prevention (in process).

AGENDA

The content of the December 4-5 conference included the following:

The keynote speaker for this conference was Howard Miller, President of the Los Angeles Unified School District Board of Education. Mr. Miller presented a summary of the Los Angeles integration plan. This was followed by a Reaction Panel comprised of national experts in the field: Dr. Robert Stout, Dean, California State University, Fullerton (CSUF); Fritz Edelstein, Special Assistant to the Commissioner, United States Office of Education (USOE); and Al Fox, Elementary Vice-president of United Teachers-Los Angeles (UTLA). The focus of their questions to Mr. Miller related to teacher roles during the planning stages of integration.

The second major event of this conference was a presentation by the Los Angeles Council for Peace and Equality in Education (CPEE). This presentation was coordinated by Brenda Frieberg, Executive Director of CPEE and included Hank Springer, member of CPEE Board of Directors (and President of UTLA), Robert Loveland

also a member of the Board of CPEE, and chairperson, Los Angeles Unified School District Community Advisory Committee (CACSI) on Student Integration, and Frank Rose, its consultant and President of the Lamar Society, currently funded to assist formation of community support councils.

Part three was a series of issue groups under the theme "What teachers want-What children need". Each group consisted of 25 teachers and was facilitated by a tri-partite panel consisting of a teacher leader from Los Angeles, one from other California Districts in differing stages of the process and non-classroom teacher.

Part four was a lecture-discussion concentrating on the concepts involved in human potential training. This was followed with a series of workshops on Staff Development planning. A conference synthesis session preceded adjournment.

OUTCOMES

Howard Miller opened the conference by outlining the school board's plan now under study by Superior Judge Paul Egly. Mr. Miller defended the scope of the integration proposal saying that if the plan is accepted by Judge Egly, "by September, 1979 there will not be a single white segregated elementary or junior high school" in the district. He added that the plan offered to the court was the most comprehensive ever put forward by a school board in the country.

Following his presentation of the integration plan, Miller responded to questions from a panel led by UTLA Elementary Vice-president Al Fox. Panelists were Fritz Edelstein of the Commissioner's Office of the U.S. Office of Education, and Robert Stout, Dean of the School of Human Development and Community Service at California State University, Fullerton.

Asked by Stout to describe UTLA's role in student integration over the next two years, Miller responded that he hoped UTLA would be appointed to any monitoring panel established by Judge Egly, but emphasized that UTLA's real role would be in the critical area of collective bargaining. "The district can't be

managed like it has been in the past and the collective bargaining process is one where changes can be developed."

The school board president revealed at the conference that he has told district administrators at all levels that administrative careers "will rest" on making whatever integration plan that comes out of Judge Egly's court work. "Student Integration will inconvenience everyone," Miller said, "and administrators can't excape it." He predicted an end to the current area organization of the school district and said that the district would, at some point in the future, be reorganized around educational leagues.

In response to a question, Miller said the choice of environment for individual teachers was limited by the Office for Civil Rights (OCR) mandate to integrate school faculties. He deplored the 1976 lottery of teachers as "bad astrology" and said he favored a wider variety of choices that could be worked out in contract negotiations with UTLA. "This year's teacher integration plan is by far the most effective because it was worked out at the bargaining table," Miller asserted.

Miller said that what happens in Los Angeles on

the issues of student and teacher integration will determine in large part whether urban education in America will succeed or fail. "On each of these issues, we must move from cynicism to success for if we fail here, the critics will say 'if you can't integrate the teachers and students of Los Angeles, you can't integrate American schools". Audience participation and questions kept Miller on his toes most of the evening.

The second day of the conference was as heated as the first. During the second day staff development was the main topic. One of the underlying reasons for this is that staff development in the school board's proposal which is now before Judge Egly, is to be funded at the rate of $1.75 million. Thus teachers were fired up to discuss the uses and directions of the staff development money.

The opening general session focused on the business/community network formation and implementation by the Council for Peace and Equality. This was the first presentation to teacher leaders by the CPEE on role and function and as such was more informational, historical and consciousness raising than issue oriented. After the historical presentation a call to teachers to use

their influence was made by the Council's Executive Director, Brenda Frieberg, who stressed the need for a training program for community and teachers.

The issue groups began their work based upon the above inputs. Teachers from Pasadena, San Bernardino and San Diego discussed their points of view relating to their processes. As an example Ernest Black from San Bernardino discussed how not to integrate. Mr. Black indicated the following negative aspects of the San Bernardino District's integration plan:

(1) The plan was totally voluntary.

(2) There was gross misuse of the $4 million from the Federal Government.

(3) It did not provide a human relations type of inservice for teachers.

(4) No junior high schools were left in minority areas.

(5) It left teachers out of the planning process.

(6) The money was used to pay high salaries for the administrators.

A second issue group detailed some of the essential things to press for in the Los Angeles situation. These include:

(1) Tri-ethnic, quadri-ethnic in every school (every school is a mirror of the city)

(2) Funding source. Does the funding reach the children?

(3) Bilingual-Bicultural. Dade County, Miami's program should be our model. Integration Projects proposal on bilingual/bicultural education in every school should be in the plan.

(4) Alteration of the physical plant.

(5) A monitoring system to see that the plan is carried out.

(6) Training of bus drivers.

(7) Emergency Support Team needs to be formed composed of at least one parent, Pupil Services and Attendance Personnel, Counselor, and Administrator, to handle emergencies when children are ill.

(8) Communication at local school.

(9) Elimination of PWT by use of pairing.

(10) Food services. Upgrading level of food.

(11) Desegregation of classified, children's center, special program for exceptional

children.

(12) Public relations.

Other conclusions were:

(1) "Teachers at my school feel no one will listen and the board won't respond to our concerns about staff development."

(2) "We need a staff development plan on student integration that gives us the chance to talk to each other and share experiences."

(3) "The district's idea of staff development is one-way and involves preaching."

Before getting into specifics about staff development the teacher and community persons convened in a general session to hear James Moore, a human potential trainer from LifeSpring, Inc. discuss the need for personal integration as a prerequisite to teacher acceptance of societal integration. Major points from this view were that individuals need to accept themselves as they are and for who they are in order to more effectively deal with the personal and social problems of others. Such feelings as resentment, fears, hate, and victimization were blocking forces to any successful program implementation, be it teaching,

learning, or desegregation.

While the conference attendees were receptive to the message and how these elements are necessary to a good staff development program, there was an intense expression of resentment about profitable corporations being in business to deal with these issues, to wit: a non-profit organization should make such training available to all engaged in desegregation at no cost to the individuals.

Workshops on staff development were given an overview of the ITL Staff Development Proposal to USOE under the Emergency School Aid Act. There was unanimous support expressed for the ITL plan which would:

(1) Employ the trainer of trainers process which includes a summer training institute for 75 teacher trainers and Institute Program coordinators/staff, and 50 community persons and students.

(2) The subject matter of the Institute would include such major subjects as ethnic and cultural identity; student, parent and community group relations; values and goal clarification; minority involvement in desegre-

gation planning and identifying and use of community resources. The summer institute would be conducted by professional experts in training techniques and integrated processes.

(3) During the Fall, the Institute graduates would be the primary trainers at over 50 junior high school sites throughout the district, to provide the training to 1,500 teachers elected from 600 school sites. This activity would be coordinated by the 3 project coordinators in collaboration with the district personnel.

(4) Also invited to this training would be teacher leaders from other school districts who have expressed an interest in taking the training for the purpose of facilitation in their own school district's integration plans. Teacher organization leaders from the San Francisco Bay Area south to San Diego and as far east as San Bernardino have written requests to be included in the training.

(5) The major components of the Institute's training program are:

a) To assist the Los Angeles Unified School District in the implementation of their integration plan;

b) To establish a Staff Development and Teacher Assistance Program;

c) To assist in the development of community forums; and

d) To assist the District's Fall preschool orientation program.

A major feature providing acceptance for the program by teachers was its value on peer input, planning and implementation and its community involvement. Calls were made for more of everything in the proposal without regard to costs, a feature the ITL stressed was not practical due to financial limitations.

Other needs stressed during the workshop were:

(1) Human potential/awareness training.

(2) A team at each school that can decide what resources are needed during the desegregation training, and that can call on community resources as needed.

(3) A survey of feelings of teachers.

Those who attended the conference rated it, for the most part, as excellent. "I listened to the concerns of different individuals," said one teacher, "and I became aware of what is going on and what can be expected in regards to integration." The same teacher added that the conference was important "since the needs were expressed by the very people who are directly involved with the issues and who will be involved in the actual job of helping implement integration."

Another teacher said the ITL Conference was "the best of all the integration conferences sponsored by ITL, because I feel that I can do something with the information that I received."

CONCLUSION

The objectives of the conference were fully met. Teachers are now focused on the central need for staff planning to effect a smooth desegregation process. Teachers are now focused on the importance of planning and accepting their own staff development processes, and volunteered to serve on one of several committees to oversee the planning of their staff development program. Media coverage and school district monitoring underscored the positive programs of the ITL in this sensitive area, and along with this the critical role played by the National Institute for Education.

It is generally acknowledged in the Los Angeles community that teachers have a vital role to play in the desegregation process and need to be involved to a high degree if the process is to work well. The ITL is pleased to have become a catalyst for this.

ROSTER OF PARTICIPANTS

Acosta, Joan
Afan, Agustina
Arbogast, J. M.
Auerback, Jill
Azevedo, Alora G.
Black, Ernest
Blake, Edith Elizabeth
Brostoff, Edward
Bryant, Onamia
Caruso, Lucille M.
Cheese, Pauline S.
Cioffi, Carol M.
Compton, Paul
Doherty, Duana
Doyle, Dorothy Millhouse
Drye, Arthur F.
Drye, Ruth T.
Durante, Jackie
Eldrege, A. Jean
Farquhar, Lorraine
Feuer, Matilda S.
Gendrano, Lucia
Giffen, Liz
Girard, Marion
Gomez, Clara
Hannan, Ellen
Herberg, Suzy
Hockenhull, Lillian J.
Johnson, Peggy
Kelley, Doris M.
Kwan, Robert
Labrador, Carmelita A.
Landers, Eugene J.
Lee, Jewel D.
Leonard, Ruth Nell
Lewis, Juanita
Lingens, Hans-Georg
MacNeil, Pat
Martinez, Lourdes
McLaughlin, Joseph
McNeil, William
Melaas, Diane C.
Melad, Emerlita D.
Miller, Velma T.
Nash, Luana J.
Patterson, Arlene A.
Potash, Lynne W.
Radvenis, Vida
Robinowitz, Esther
Rosen, Mel D.
Schoettler, Susan
Smith, Sarah
Solkovitz, Judy
Stanyo, Pat
Staton, William F.
Stern, Richard Alan
St. Cyr, Freddie John
Tash, Larry J.
Taylor, Jerry
Thomas, Joycestine Y.
Trumpler, Mary
Wallace, Brian M.

ROSTER OF PARTICIPANTS CONT.

Wells, Nancy
Wells, Renee
Williamson, Juanita
Woods, Marianne
Zimet, Ellen
Zumwinkle, Margaret

INSTITUTE FOR TEACHER LEADERSHIP
California State University, Fullerton

School of Human Development
and Community Service
California State University, Fullerton
Fullerton, California 92634
(714) 621-6785

J. Michael Fay
Executive Director

STUDENT INTEGRATION: THE TEACHERS' ROLE

November 4 - 5, 1977

Los Angeles, California

ROSTER OF SPEAKERS

Alora Azevedo: Field Director, San Diego Teachers Assn.; former teacher at 74th. School and 102nd. St. School; Supervisor, L. A. Urban Project Membership campaign for UT-LA.

Ernest Black: Teacher, North Park Elementary School, San Bernadino; member, Human Relations Committee and Human Relations Program developer for the San Bernadino Teachers Assn.; community activist.

William Briggs: Education Specialist, U. S. Department of Justice, Community Relations Service; acts as a conciliator in school desegregation issues; consultant to community organizations in Los Angeles since 1974.

Fritz Edelstein: Special Assistant to the U. S. Commissioner of Education, USOE; policy analyst; national authority on desegregation; Education Policy Fellow, Washington, D. C., assigned to the National Institute of Education; author of What School Administrators Should Know About School-Community Based Teacher Education(1975); Conflict resolution/prevention consultant.

Michael Fay: Founding Executive Director, Institute For Teacher Leadership, since July. 1976; Director, L. A. Urban Project (1972-76); developed teacher-based integration training programs; Ford fellowship, Claremont Graduate School, 1970-72; Former teacher, Carver Junior High; newly appointed member, Education Commission of the States National Task Force on Desegregation Strategies.

Al Fox: Training Teacher, Eagle Rock Elementary School; Elementary Vice-president, UT-LA; presiding teacher leader at previous ITL conferences; leader, LAUSD in-service training program for integration; "3.3" trainer for LAUSD administration; first-hand experience with integration of school staff as well as in his community; past-chairperson, UT-LA Black Education Committee.

Brenda Frieberg: Executive Director, Council for Peace and Equality in Education since May, 1977, working for broad-based community support of integration in Los Angeles; formerly, Program Director, Constitutional Rights Foundation; Chairperson, local elementary school C. A. C.; developed a project for the juvenile court for co-sponsers Department of Public Social Services, Junior League of Los Angeles, and National Council of Jewish Women.

Cathy Golliher: Teacher, Reed Junior High; Secondary Vice-president, UT-LA since February, 1976; member, RISE Commission, presiding teacher-leader at previous ITL conferences; author and participant, TV programs in the field of health education; written articles on educational issues.

Robert Loveland: physician in private practice in Hollywood; associate clinical professor at U. C.-Irvine; Chairman, LAUSD Board's Community Advisory Committee on Student Integration; Chairman, LAUSD Goal's Committee; Hollywood High Team Physician; Chairman, Hollywood High C. A. C.; Member, Ad Hoc Committee on Integrated Education, California State Department of Education.

Elsie Meyers: Teacher, Loma Vista Elementary School, of Bilingual Spanish classes; Chairperson, Asian Committee of UT-LA; resource person to C.A.C.S.I.; active in Asian community politics.

Howard Miller: President, LAUSD Board of Education since July, 1977; appointed to the Board in February, 1976; elected to a full term in May, 1977; attorney, currently on faculty of the U. S. C. School of Law; well known for his four year stint on the National Public TV program, The Advocates, and as host on the KNBC TV program, AT ONE WITH.... Graduate, University of Chicago Law School.

Al Moore: LAUSD Staff Development Office; President of the Council of Black Administrators; formerly, Principal of Hooper Ave. Elementary School; Doctoral candidate, Claremont Graduate School.

James Moore: Southwest Regional Director, LifeSpring, Inc.; Senior Trainer since its founding in 1973; undergraduate work at University of Washington, field of Psychology; worked with various developmental training programs for three years prior to being one of the initial team in founding of the LifeSpring training programs.

Joyce Norfleet: Teacher, Grant High; formerly teacher and Music Department Chairperson at Jordan High (the site of the Crawford Integration Case); founder, Black Student League at Grant High; designer of Black American Culture and History course there; two time recipient of the California State Grant for teachers of special education; music director for community theater group; began career as an entertainer; graduate MA from Loyola-Marymount.

Frank Rose: President, Lamar Society since 1974, a national organization with its focus on education and problems communities face while desegregating; involved in the Los Angeles Council for Peace and Equality in Education, as well as in other cities undergoing desegregation. President of the University of Alabama during the height of the integration conflict; advisor to presidents Kennedy and Johnson and Carter on Southern educational matters.

Norma Sandusky-Coombs: Teacher, Hale Elementary School, City of Pasadena; past-President, Pasadena Education Association; community liason person during the integration of Pasadena schools; recipient, ACLU Woman of the Year Award, 1975 for integration work; first hand school integration experience.

Hank Springer: President, United Teachers-Los Angeles since February, 1976; classroom teacher on leave from San Fernando High School; Chairman, UT-LA Negotiating Committee; member, Riles-Younger Joint Committee on Juvenile Justice Reform; member, (10 years) San Fernando Valley Fair Housing Council; member, L. A. County Committee on Political Education, AFL-CIO; graduate, UCLA.

Robert Stout: Dean, School of Human Development and Community Service, California State University, Fullerton; co-founder, Institute for Teacher Leadership; graduate of University of Chicago in Education and Sociology; since 1966 involved in school desegregation issues, working with the U. S. Office of Education, U. S. Commission on Civil Rights, and numerous school districts; published numerous articles and reports dealing with desegregation related research; member of his community's Board Advisory Commission, charged with promoting shcool integration.

Robert Unruhe: Teacher, Washington High School; immediate past-president of UT-LA; founding member of the Institute for Teacher Leadership Board of Directors; former city councilman (two terms), and active in state and local politics; formerly a teacher at Hamilton High School, and Chairman, Unified District Negotiating Council.

Mary Mark Zeyn: Vice-president-Academic Affairs, California State University, Fullerton, past three years; Executive Vice-president, Immaculate Heart College for six years, during which she assisted the development of a cooperative program with UT-LA members; founding member of the ITL Board; began career as a substitute teacher and teacher of Kindergarten; co-author of Piano for the Blind Child; deeply interested in teacher training programs.